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ABSTRACT

The purpose of this course of study guide is to delineate content requirements needed to satisfy K-9 proficiency expectations in social studies for the state of Idaho. Local school districts are given the task of producing instructional guides based on this course of study. For each grade, K-6, a course description is outlined and critical components are identified. For each critical component, a goal and objectives for meeting that goal are described. A sample of the critical components for third grade are geography, history, economics, sociology/anthropology, government/citizenship, and science/technology. For grades 7-9, an informational outline is supplied for courses in world geography (eastern hemisphere), history of western civilization, and U.S. history. (DB)

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SOCIAL STUDIES

ELEMENTARY COURSE OF STUDY

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State Curriculum Guides:

History - Social Science Framework for California Schools, 1981

Essential Goals and Objectives for Social Studies in Michigan, K-12, 1987

Social Studies Core Curriculum, Utah Board of Education, 1987

Idaho Social Studies Guides:

Social Studies Curriculum Guide, Payette School District #371, Payette, Idaho
July, 1983

Social Studies Course of Study, K-8, Moscow School District #281, Moscow, Idaho
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Social Science Curriculum Guide, K-12, Marsh Valley School District #21, Arimo, Idaho
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PREFACE

The purpose of this course of study guide is to delineate content requirements needed to satisfy K-9 proficiency expectations in Social Studies. The State Department of Education, in concert with the Elementary Social Studies Curriculum Committee, has defined and set forth this course of study for grades K-9. It now becomes the responsibility of the local school district to produce an instructional guide based upon the defined course of study.

Although educators sometimes use the terms interchangeably, a course of study is not an instructional or curriculum guide. To compare the two as used in this document, the following may be helpful:

COURSE OF STUDY

1. Prescribes what is to be taught in a given subject or program.
2. Defines the subject or program in terms of purpose, definition, student goals and objectives.
3. Can be changed only by action of the State Board of Education.

INSTRUCTIONAL GUIDE

1. Describes how the given subject or program may be taught.
2. Makes suggestions as to instructional aides, materials, learning experiences and methods of teaching.
3. Is revised, adapted, changed as needed at the discretion of school educators.

Courses of study will generally be brief outlines in skeletal form. Instructional guides should be developed to augment and supplement courses of study at the local level.

The State Department of Education encourages administrators to place this course of study with educators who teach social studies in grades K-9.

In order to fully utilize this course of study, it is essential for each district to provide continued instructional in-service. The State Department of Education has resources and personnel available for this purpose.

Philosophy

Citizen participation in public life is essential for the health of our democratic system. Effective social studies programs help prepare students to identify, understand and work to solve problems that face our increasingly diverse nation and interdependent world organization.

The earth is the home of human beings no matter where they live individually. Potentially, all human beings can share in the legacies derived for all cultures. Subject matter at all grade levels needs to be taught from a global perspective. This approach is interactive because everything relates to everything else; it is holistic because it casts events in their broadest social context.

A well-designed social studies curriculum:

- . Begins in pre-school and continues throughout formal education and includes a range of related electives at the secondary level.
- . Fosters individual and cultural identity.
- . Includes observation of and participation in the school and community as part of the curriculum.
- . Deals with critical issues in the real world.
- . Prepares students to make decisions based on American principles.
- . Demands high standards of performance and measures student success in terms of application, analysis and problem solving.
- . Helps students realize the social, political and economic reasons that caused people to immigrate to America in the late 1800's.
- . Helps students realize the social, political and economic effects of the immigration movement on America.
- . Depends on innovative teachers broadly prepared in history and the humanities, social sciences and in educational theory and practice.
- . Involves community members as resources for program development and student involvement.
- . Leads to citizenship participation in public affairs.
- . Fosters attitudes and values for participating in a democratic society.
- . Fosters identity as a member of the global human family.

A curriculum with such a design contributes not only to the development of students' capacity to read and analyze, but also to their ability to link knowledge and skills with an understanding of and commitment to democratic principles and their application.

In addition to the above curriculum design, an effective social studies program should promote:

- . Informed citizens who are aware and involved with solving local, state, national and world problems.
- . The acquisition of knowledge in the social studies by understanding the various disciplines of the social sciences; (i.e., anthropology, history, geography, government, economics, psychology and sociology).
- . The development of study skills for functioning effectively in a complex society. Such study skills include data gathering, intellectual skills, interpersonal skills and decision making.
- . The appreciation of values for effective citizenship. Such values include justice, equality, responsibility, freedom, diversity and privacy.
- . Flexibility to address the needs of students with varying abilities and interests.
- . The development of career awareness.

ELEMENTARY SOCIAL STUDIES

Social studies programs have a responsibility to prepare young people to identify, understand and work to solve the problems that face our increasingly diverse nation and interdependent world. Over the past several decades, the professional consensus has been that such programs ought to include goals in the broad areas of knowledge, democratic values and skills. Programs that combine the acquisition of knowledge and skills with the application of democratic values to life through social participation present an ideal balance in social studies.

1. Knowledge

The knowledge base provides facts, concepts, and generalizations that help students understand human affairs and the human condition. Knowledge provides a basis for values and beliefs, and it is the vehicle for the development of skills.

In spite of modern technology, or perhaps because of it, the ordinary citizen has an enormous need for knowledge that is useful in making informed decisions. Information gained in the classroom should be helpful in understanding events and conditions in the world outside school. Information must also be linked with experiences encountered by students in their daily lives. This can be accomplished in part through social and civic observation, analysis, participation, and community service. The following are important areas of knowledge from which information goals for social studies should be selected:

History - of the United States and the world; understanding of and learning to deal with change.

Geography - physical, political, cultural, economic; world-wide relationships.

Government - theories, systems, structures, processes.

Law - civil, criminal, Constitutional, international.

Economics - theories, systems, structures, processes.

Anthropology and Sociology - cultures, social institutions, the individual, the group, the community, the society.

Psychology - the individual in intergroup and interpersonal relationships.

Humanities - the literature, art, music, dance and drama of cultures.

Science - the effects of natural and physical science on human relationships.

2. Democratic Values and Beliefs

Democratic values and beliefs constitute a second category from which social studies goals are selected. Values constitute the standards or criteria against which individual behavior and group behavior are judged. Beliefs represent commitments to these values:

- . Justice
- . Equality
- . Responsibility
- . Rule of Law
- . Freedom
- . Diversity
- . Privacy
- . International Human Rights

The Declaration of Independence and the United States Constitution with its Bill of Rights set forth the basic principles of our democratic constitutional order. It is from these documents that our fundamental political concepts are derived. Social studies programs should not indoctrinate students to accept these ideas blindly, but rather to present knowledge about their historical roots and to show contemporary application of them. Such ideas should be analyzed as they relate to the topics studied and to current affairs. They should also be modeled by teachers in their classrooms and reflected in the school's daily operations.

3. Skills

Skill development is a third category of social studies goals. A skill is defined as the ability to do something proficiently in repeated performances. Skills are processes that enable students to link knowledge with beliefs that lead to action. Skills are developed through sequential systematic instruction and practice throughout the K-12 years. Skills essential to citizen participation include critical and creative thinking in a decision making process to enhance and maintain our society.

Skills related to acquiring information:

- Reading skills - including a strong emphasis on vocabulary development.
- Study skills
- Reference and information search skills
- Technical skills unique to the use of electronic devices

Higher Order Thinking Skills:

- Categorize information
- Place events in sequence
- Note cause and effect relationships
- Summarize information
- Evaluate whether or not the information is pertinent to the topic
- Identify a problem situation
- Identify alternative solutions to a problem and predict their likely consequences
- Select a preferred solution from alternatives and implement it

Skills related to interpersonal relationships and social participation:

- Personal Skills
- Group interaction skills
- Social and political participation skills *

* In Search of A Scope and Sequence for Social Studies, Report of the National Council for the Social Studies Task Force on Scope and Sequence, November 1, 1983

Defining a Scope and Sequence

The Task Force does not recommend that a social studies sequence rely solely on the expanding environment principle. The life space of today's children is greatly affected by modern methods of communication and transportation. The purpose of extending content outward, away from a self-centric focus, is to illustrate how people and places interact; how people of different areas depend on each other; and how people are a part of interlocking networks that sustain life of modern societies.

Definition and Goals

Definition:

Social studies is a basic subject of the K-12 curriculum that (1) derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world; (2) draws its content primarily from history, the social sciences, and, in some respects, from the humanities and science, and (3) is taught in ways that reflect an awareness of the personal, social and cultural experiences and developmental levels of learners.

Because learning of concepts, skills, and values is cumulative, ideas should be initially introduced to young children as concrete and simple. Then they should be continually reinforced and applied - extending, expanding, and illuminating in more depth, taking advantage of the students' development.

Illustrative Scope and Sequence-Content

1. Although the scope and sequence does not presume or promote a particular method of teaching, it is essential that critical thinking is a major outcome of social studies; and, therefore, teaching procedures at all levels - K-12 - will attend to the development of this essential skill.
2. It is essential that subject matter at all grade levels will reflect a global perspective.
3. It is essential that all teachers - K-12 - share responsibility for teaching, extending, and refining skills. Skills must be both taught and applied at all grade levels.
4. It is essential that teachers are sensitive to the dual-and often contradictory-thrusts of social studies education in a democratic society; namely, socialization and social criticism. A degree of social cohesiveness is needed in order to allow a society to function; yet, it must not be such as to repress necessary dissension, which on occasion may be unpleasant and not socially acceptable. The challenge

to education in a democratic society is to steer a course that will ensure necessary socialization of citizens and foster that spark of social criticism that has kept the lamp of liberty ignited for over two centuries. *

5. Career education is an essential aspect of all curricular areas. Educators shall include grade appropriate career awareness opportunities. Appropriate career education goals would be that: (1) The student will know the personal functions, social functions, and importance of work; thereby valuing and respecting workers. (2) The student will know the relationship of the life role of the worker to the life role of the citizen, use of leisure time and family members. (3) The student will know the physical, psychological and educational requirement of various careers. (4) The student will make career decisions by weighing factors including his/her interests, aptitude, ability and the implications of the decision alternatives for his/her roles in society.
6. The business and community resources in our local economy can be an important contributor to education of our children. This resource can be utilized in many ways, and varying degrees, throughout the elementary curriculum. By exposing our students to business people, we can increase their awareness of the community around them and enhance their ability to make future career decisions.
7. Educators should maintain contact with local agencies, (i.e., Chamber of Commerce, Idaho Association of Commerce and Industry, Idaho Council on Economic Education) that can make this resource available to them in/out of the classroom. Career awareness should be viewed as an investment in human capital for our future decision makers.
8. Law related education needs to become an important part of any social studies program. The community can serve as a resource for ideas, strategies and information to supplement classroom instructors. Lawyers, judges, police officers and other members of the legal profession are willing and able to help schools develop an effective law related education program for grades K-12.

*Source: Report of the National Council for the Social Studies Task Force,
November 1, 1983

KINDERGARTEN

Course Description

Kindergarten children are able to understand an idea best by relating it to their own background and experience. Social Studies concepts provide the background and experience on which to expand and grow. It starts with self awareness and moves outward into an ever expanding world. Social Studies concepts are integrated into the total kindergarten experience.

Critical Components

- . Self Awareness
- . Government
- . History
- . Geographic Environments
- . Economics

I. Self Awareness

A. Goal:

Students will understand that every person is unique and has special needs.

B. Objectives:

Students will

1. Identify ways in which they themselves are special.
2. Identify four emotions people have and describe situations which cause them.
3. Identify the five senses and investigate their use.
4. Correctly name and locate the major parts of their bodies.

II. Government

A. Goal:

Students will understand that rules help people get along together and stay safe.

B. Objectives:

Students will

1. Identify family rules and explain how they help.
2. Identify school rules and explain how they help.
3. Develop personal safety rules.
4. Identify and interpret safety oriented symbols and signs.

III. History

A. Goal:

Students will understand that all life changes over time; that the past and present shape our future.

B. Objectives:

Students will

1. Compare and contrast the way animals, insects and plants grow and change.
2. Identify ways in which animals, insects and plants change with the seasons.
3. Understand that time is measured in weeks, months and years.
4. Name in order, the days of the week and months of the year.
5. Explain events which result in observance of national holidays.
6. Identify important people and the way they helped shape our history.
7. Investigate different methods of transportation; past and present.
8. Identify forms of communication; past and present.

IV. Geography

A. Goal:

Students will understand that geographical and environmental conditions affect life.

B. Objectives:

Students will

1. Identify and name kinds of weather.
2. Name the four seasons in order and describe the type of weather that characterizes each of them.
3. Identify four different geographic environments and some animals associated with them.
4. Recognize that the earth's rotation determines day and night.

V. Economics

A. Goal:

Students will understand that each person is interdependent on other people for his/her needs and wants.

B. Objectives:

Students will

1. Identify services provided by workers in the community.
2. Identify the universal needs of all people.
3. Recognize different ways people meet their basic needs.
4. Recognize that they must pay for goods and services received.

V. Democratic Values and Beliefs

A. Goal:

Students will understand that rules help people live and work together. They will accept responsibility for maintaining friendly interpersonal relationships and a pleasant environment. Students will understand the use of symbols and songs to honor our nation.

B. Objectives:

Students will

1. Identify rules used in families.
2. Explain how rules are helpful to people in families.
3. Experience voting as one way in which rules are developed.
4. Identify authority figures who enforce rules.
5. Accept responsibility for working productively and playing agreeably with others.
6. Accept responsibility for wise use of resources in the school and in their extended environment.
7. Show respect for the flag of the United States.
8. Sing the Star Spangled Banner, America, and other national songs of the United States.

SECOND GRADE

Course Description

The second grade social studies is concerned with the study of social functions such as education, production, consumption, communication and transportation in a neighborhood context while developing an understanding and appreciation of people in groups. The need for rules and laws should be stressed. Geographic concepts relating to direction and physical features of the landscape need to be included. A global perspective is important and can be developed through the study of life in another culture. Contrasting neighborhood life today with what it was at an earlier time should also be included.

Critical Components

- . Anthropology/Sociology
- . Economics
- . Geography
- . Government/Citizenship
- . History
- . Science/Technology

I. Sociology/Anthropology

A. Goal:

Student will better understand his or her role in social groups.

B. Objectives:

Students will

1. Recognize that they are members of different groups, including a family, a neighborhood, a community, a state and a nation.
2. Understand neighborhoods are made up of people of different ages and different backgrounds.
3. Understand each neighborhood and each community is different from all others in some ways.
4. Appreciate culture patterns in a community developed through the mixture of tradition, values, ideas, mores and change.
5. Recognize all human beings have feelings, emotions and desires that influence behavior.

V. Democratic Values and Beliefs

A. Goal:

Students will understand that rules help people live and work together. They will accept responsibility for maintaining friendly interpersonal relationships and a pleasant environment. Students will understand the use of symbols and songs to honor our nation.

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Critical Components

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- . Economics
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1. Recognize that they are members of different groups, including a family, a neighborhood, a community, a state and a nation.
2. Understand neighborhoods are made up of people of different ages and different backgrounds.
3. Understand each neighborhood and each community is different from all others in some ways.
4. Appreciate culture patterns in a community developed through the mixture of tradition, values, ideas, mores and change.
5. Recognize all human beings have feelings, emotions and desires that influence behavior.

II. Economics

A. Goal:

Students will understand people are both producers and users of goods and services.

B. Objectives:

Students will

1. Understand that people everywhere have needs and wants.
2. Recognize that people work at many different kinds of jobs to provide money for goods and services.
3. Explain the relationship of consumption and production.
4. Identify ways people use earth's resources to produce goods and services.
5. Identify ways communities are interdependent.

III. Geography

A. Goal:

Students will understand maps and globes are graphic representations of actual places and things, and can identify physical and environmental areas.

B. Objectives:

Students will -

1. Read a map using a map key.
2. Locate the State of Idaho, the forty eight contiguous states, as well as the Hawaiian Islands and Alaska.
3. Name and locate the United States two closest neighbors; the countries of Canada and Mexico, on the map.
4. Use cardinal directions to find their way.
5. Compare climates.
6. Identify ways that the physical environment makes a difference in the ways people live and work.
7. Identify various transportation modes.

8. Contrast sizes and structures of communities.
9. Locate the north and south poles and the equator on the globe.

IV. Government/Citizenship

A. Goal:

Students will develop and extend their understanding of their individual and group rights and responsibilities within the social, legal and political contexts begun within the familial setting.

B. Objectives:

Students will

1. Identify rules used in various groups.
2. Appreciate that rules and laws help people stay safe and get along with one another.
3. Explain ways neighbors work together to make decisions for their community.
4. Develop an appreciation of the worth and dignity of all individuals.
5. Explain that people in a community pay taxes to provide for services which the people of a nation share.
6. Explain that adult leaders in our society are selected by an electoral process.
7. Recognize and respect the United States Constitution, Bill of Rights and Declaration of Independence, as sources of basic American civic values and ideals.
8. Appreciate and value the basic democratic ideals of citizen participation.

V. History

A. Goal:

Students will understand the past provides a frame of reference for the present.

B. Objectives:

Students will

1. Contrast the ways in which people long ago and people today meet the same needs.
2. Understand that celebrating holidays is a way of remembering the past.
3. Recognize that places change over time.
4. Observe that timelines can show the order in which things happen.

VI. Science/Technology

A. Goal

Students will appreciate the role technical developments are making in community life.

B. Objectives

Students will

1. Identify reasons for change in families, neighborhoods and communities.
2. Appreciate technological changes that have taken place.
3. Explain the effect of technological changes on the ways people earn their living.
4. Identify various forms of technology in a community.

THIRD GRADE

Course Description

The third grade level of social studies focuses on the community in a global setting. Students study historical events and people for an understanding of the past to better understand the present. These concepts are extended to national and international levels. Students will learn geographic concepts and skills. They will gain an understanding of production, transportation, communication and distribution; emphasizing interdependence at the local, national and international levels. The students will become aware of the needs for rules and learn to increase their understanding of local and national government.

Critical Components

- . Geography
- . History
- . Economics
- . Sociology/Anthropology
- . Government/Citizenship
- . Science/Technology

I. Geography

A. Goal:

Students will acquire knowledge of the Planet Earth, its resources, landforms and climate. Students will recognize the effect the physical environment has on the way people live and work.

B. Objectives:

Students will

1. Understand that the globe is a map of the earth.
2. Recognize standard symbols and locate rivers, cities, state and national capitals, state and national boundaries.
3. Identify major geographical features on a map and their relationship to climate.
4. Identify nations, states and capitals on a map.
5. Recognize that the natural resources of the earth influence peoples' lives and work today.

I. History

A. Goal:

Students will understand the influence the past has on today's society; and how the communities of long ago differ from the communities of today.

B. Objectives:

Students will

1. Understand how past events in their own community have influenced today's community.
2. Contrast the differences of the present communities to native American communities in the past.
3. Compare and contrast their own community with communities on other continents. (Comparative systems of economics).

III. Economics

A. Goal:

Students will learn that people have different needs and wants. People work at different jobs in different communities to provide and share these goods and services.

B. Objectives:

Students will

1. Explain the difference between goods and services.
2. Identify the cause and effect relationship between the following: natural resources and industry; topography and industry; climate and industry.
3. Recognize that through trade people in distant places can exchange goods and services.

IV. Sociology/Anthropology

A. Goal:

Students will understand that the customs and traditions of communities differ; yet they are interdependent, with similar needs.

B. Objectives:

Students will

1. Recognize that every community is unique.
2. Recognize the impact of a community's past culture on present traditions and customs.
3. Recognize that communities depend on each other.
4. Explain how communities are linked together by communication.

V. Government/Citizenship

A. Goal:

Students will understand how the community and nation are governed by laws for the purpose of helping people get along together, resolve problems and stay safe.

B. Objectives:

Students will

1. Identify why communities need laws.
2. Learn the structure of community government and how community laws are enforced.
3. Identify the major functions of the executive, legislative and judicial branches of government.
4. Identify rights and responsibilities of citizens.

VI. Science/Technology

A. Goal:

Students will understand that changes in society come about with technology.

B. Objectives:

Students will

1. Recognize that there are many forms of technology in a community.
2. Recognize that technology changes over time.
3. Understand that as technology changes, so do the ways people in a community earn a living.
4. Recognize that people use their technology to adapt to a variety of different environments.

FOURTH GRADE

Course Description

The fourth grade Social Studies curriculum will develop map and globe skills in a local and global setting. Emphasis will be placed on the regional physical geography of the United States. Cultural diversity of geographic regions will also be introduced. Idaho studies will include a study of geography, history and the contemporary setting.

Critical Components

- . Map & Globe Technology
- . Physical Geography of the United States
- . Cultural Awareness of Regions
- . Idaho Geography
- . Idaho History
- . Contemporary Idaho

I. Map & Globe Technology

A. Goal:

Students will explore various aspects of our world through the use of maps and globes.

B. Objectives:

Students will

1. Define maps and globes and understand their function.
2. Recognize and understand various projections of the globe.
3. Locate places using grids, directions, longitude, latitude and hemispheres.
4. Be able to use map scales in measuring distances.
5. Be able to use symbols, keys and legends for reading maps.
6. Be able to use special purpose maps.

II. Global Geography

A. Goal:

Students will understand basic geographic concepts through use of a globe.

B. Objectives:

Students will

1. Define and identify continents.
2. Define and identify oceans.
3. Define and identify examples of major landforms of the earth such as mountains, plateaus, plains, etc.
4. Distinguish characteristics of climate zones.
5. Define and differentiate natural and man-made, renewable and nonrenewable resources.
6. Define and distinguish between continents and countries.
7. Compare the size of city, county and state, relative to country, continent and world.

III. Physical Geographic Regions of the United States

A. Goal:

Students will identify characteristics of the regions of the United States and understand their diversity and interdependence.

B. Objectives:

Students will

1. Differentiate between states and physical geographic regions of the U.S.
2. Identify physical regions such as Northeast, Southeast, Northwest, Southwest, Rocky Mountains and Pacific.
3. Locate and name states and major cities.
4. Locate and name the major physical features of each region.
5. Develop an appreciation for the interdependence of landforms, climate, resources and economic development.
6. Compare the diversity of regions.
7. Develop an appreciation for interdependency among regions.
8. Locate the United States on world maps and globes.

IV. Cultural Awareness of Regions

A. Goal:

Students will understand relationships between the physical geography and cultural characteristics of a region.

B. Objectives:

Students will

1. Explain the impact of resources, landforms and climate on cultural development.
2. Appreciate regional cultural diversity.

V. Idaho Geography

A. Goal:

Students will identify and develop an appreciation for the physical characteristics of Idaho.

B. Objectives:

Students will

1. Identify major geological forces that formed Idaho landforms.
2. Locate Idaho's position geographically within the United States.
3. Identify major landforms and bodies of water in Idaho.
4. Locate the major climate zones of Idaho.
5. Identify characteristics of each climate zone.
6. Identify Idaho's natural resources.
7. Develop appreciation for the interdependency of landforms, climate, resources and economic development.
8. Compare and contrast the diversity of Idaho's regions.

VI. Idaho History

A. Goal:

Students will understand and develop appreciation for the forces, groups and personalities that shaped early Idaho.

B. Objectives:

Students will

1. Compare and contrast environments and their impact on the lifestyles of Idaho Indian groups.
2. Understand the relationships of Indian tribes with each other and with new groups entering the region.
3. Understand the motivations and the personalities involved in discovery and early exploration of Idaho.
4. Understand economic reasons for the activities of the fur trappers, mountain men, miners and settlers in Idaho.
5. Understand the role of missionaries in the Oregon Territory.
6. Identify major early routes into the Oregon Territory.
7. Explain the impact of early mining, agriculture and lumbering in the development and growth of Idaho.
8. Develop an appreciation for the lifestyles and sacrifices of the early settlers of Idaho.
9. Recognize and develop appreciation for the rights, freedoms, responsibilities, contributions and diversity of groups important to Idaho's history.
10. Trace the development of Idaho's statehood.

VII. Contemporary Idaho

A. Goal:

Students will investigate Idaho's government, industry and diverse cultures.

B. Objectives:

Students will

1. Identify the major symbols of Idaho.
2. Identify the governmental units in Idaho: city, county, and state.
3. Understand that the function of government is to provide for public needs.
4. Understand that there are three branches of government in Idaho.
5. Identify major cities and population centers in Idaho.
6. Identify major industries and their economic impact on Idaho.
7. Develop an appreciation for the impact of resources, landforms and climate on the development of the state.
8. Recognize and develop appreciation for the contributions of various cultures and groups in Idaho today.

FIFTH GRADE

Course Description

The fifth grade curriculum will address the development of the United States as a nation; with particular attention to those principles on which this country was founded and that guided its development. The diverse cultural, ethnic and racial origins of the American people should be stressed with emphasis on specific individuals who have contributed to the political, social, economic and cultural life of the nation. The fifth grade program should develop global awareness through world geography.

Critical Components

- . Global Geography
- . Exploring and Settling North America
- . Becoming a Nation
- . Westward Movement
- . Becoming a World Power
- . Contemporary America
- . Demographic Regions of the United States

I. Global Geography

A. Goal:

Students will become familiar with major physical and political aspects of the United States in its relationship with the world community.

B. Objectives:

Students will

1. Develop map and globe skills.
2. Compare and contrast the natural regions of the United States with the world.
3. Develop an understanding of geographic vocabulary.
4. Identify the social, political and economic interdependency of world communities.
5. Identify the significant relationship of border countries.

II. Exploring and Settling North America

A. Goal:

Students will become familiar with the people and events which began the early exploration and colonization of the New World.

B. Objectives:

Students will

1. Identify the early inhabitants of North America.
2. Study the impact of early explorers on North America.
3. Examine the causes and effects of colonization.

III. Becoming a Nation

A. Goal:

Students will become familiar with the people and events which shaped our democracy.

B. Objectives:

Students will

1. Identify the events which led to the war with England.
2. Examine the principles upon which our government was founded.
3. Recognize the significance of the Declaration of Independence and the Articles of Confederation.
4. Identify the major components of the Constitution.
5. Compare and contrast government career opportunities of the past and present.

IV. Westward Movement

A. Goal:

Students will become familiar with the components of western expansion.

B. Objectives:

Students will

1. Examine cultural, artistic and scientific contributions that changed our way of life.
2. Understand the causes and effects of the Civil War.
3. Examine the processes and effects of the Industrial Revolution.
4. Identify the effects of immigration.
5. Identify the methods of land acquisition.

V. Becoming a World Power

A. Goal:

Students will become familiar with the people and events which contributed to the establishment of the United States as a world power.

B. Objectives:

Students will

1. Examine the critical military conflicts.
2. Explain the causes and effects of the Great Depression.
3. Identify the events which facilitated world trade.
4. Understand the role and importance of world trade to the economy of the United States.

VI. Contemporary America

A. Goal:

Students will become familiar with the people and events which describe contemporary America.

B. Objectives:

Students will

1. Examine the struggle for women's rights.
2. Examine current events in relation to the past and the future.
3. Understand the implications of new technology in the ever changing world.
4. Examine the struggle for civil rights.
5. Understand the importance of critical and creative thinking in problem solving and decision making to maintain and enhance our society.
6. Compare and contrast occupations of the past and the present.

VII. Demographic Regions of the United States

A. Goal:

Students will become familiar with the various political, socio-economic and geographic areas of the United States.

B. Objectives:

Students will

1. Examine the landforms, climates, vegetation and resources of the different regions in the United States.
2. Identify individual states and their capitals.
3. Identify the socio-economic aspects of individual states.
4. Identify people and events which contributed to the growth of each region.
5. Explain how the environment affects the job market.

Sixth Grade

Course Description

The focus of the sixth grade program is based on a physical and cultural approach to global geography, emphasizing the historical relationship of the past to the present in the development of Western Hemisphere countries.

Critical Components:

- . Man's cultural development
- . Economic factors
- . Geographic factors
- . Diversification of governments
- . History - the impact of the past on the present
- . Technology as a determinant of culture
- . Citizenship

I. Man's Cultural Development

A. Goal:

Students will understand man's cultural development dating from early civilizations to the present.

B. Objectives:

Students will

1. Explain how values, rules, customs and beliefs influence behavior.
2. Identify the contributions of ancient societies to the modern world.
3. Explain that each nation's unique history can influence present events.

II. Economic Factors

A. Goals:

Students will understand that economic well-being is a goal of all societies.

B. Objectives:

Students will

1. Recognize that all parts of a society have an important effect upon the entire economic system.
2. Explain the affect of technology upon a society's economic system.

3. Explain how economic well-being of a society is determined by that society's production, interdependency and scarcity of resources.
4. Learn that material culture includes the objects and goods of a society.

III. Geographic Factors

A. Goal:

Students will develop an understanding that geographic factors and available natural resources influence the distribution and concentration of population in the world.

B. Objectives:

Students will

1. Explain relationships between people and their natural environment.
2. Identify factors in geographic environments that make them habitable.
3. Develop geographic skills of vocabulary, location and identification.

IV. Diversification of Governments

A. Goal:

Students will recognize that all societies have some form of government.

B. Objectives:

Students will

1. Contrast the structure of governments.
2. Compare governments according to the numbers of people or groups in a society in whom power is vested.
3. Distinguish key characteristics of major forms of government (i.e., oligarchy, democracy, autocracy).
4. Explain the contribution of early governments to government in the Western Hemisphere.
5. Identify the responsibilities of citizenship.

V. History/Impact of Past and Present

A. Goal:

Students will learn that history is the systematic study of the causes and effects of human actions in our past and present.

B. Objectives:

Students will

1. Explain the relationship of past societies and events to the present.
2. Demonstrate how a nation's history influences current events.
3. Participate in problem solving using knowledge of historical events.
4. Identify ways groups, societies and nations change over time.

VI. Technology as a Determinant of Culture

A. Goal:

Students will learn that the knowledge, skills, tools and methods of production determine a nation's development.

B. Objectives:

Students will

1. Identify the affects of technology on providing basic needs.
2. Demonstrate how economic systems distribute the resources of a society.
3. Identify reasons for change in technology.
4. Explain how technology has changed over time.
5. Learn that technology is an important factor in the development of a modern society.

VII. Citizenship

A. Goal:

Students will develop an appreciation of values for effective citizenship.

B. Objectives

Students will

1. Accept the responsibilities, rights and freedoms of citizenship.
2. Respect the law upon which government is founded.
3. Value a commitment to equal opportunity and a guarantee of individual rights.

POSITION STATEMENT

It has been suggested that local districts may consider a different sequencing for the social studies. A course in World Geography: Eastern Hemisphere should be taught at the seventh grade level. The emphasis would be on physical, political and economic geography.

History of Western Civilization could be offered at the eighth, ninth or tenth grade level. The emphasis for this course would be on western civilizations and world understanding.

A course in U.S. History could be offered at the eighth, ninth or tenth grade level with an emphasis on United States from the Discovery Period through Reconstruction. A unit on Idaho could be taught during the Westward Expansion era.

World Geography - Eastern Hemisphere

Course Description

This course will consist of physical and cultural world geography with in depth interdisciplinary Eastern Hemisphere area studies.

Critical Components

A seventh grade social studies course must deal significantly with:

- . Geography
- . African Studies
- . East Asian Studies: Emphasis - India, China, Japan
- . Study of the Soviet Union
- . European Studies
- . Middle Eastern Studies
- . Australia and Oceania

I. Geography

A. Goal:

Students will acquire the geographic tools and concepts necessary to make an effective area study of the Eastern Hemisphere.

B. Objectives:

Students will

1. Demonstrate an ability to use geographic skills related to interpreting maps and globes.
2. Identify major land and water forms.
3. Recognize the climatic regions and the characteristics of each.
4. Identify natural resources and their distribution.

II. African Studies

A. Goal:

Students will understand that Africa is a continent of developing nations with great diversity in peoples, geography, resources and cultures.

B. Objectives:

Students will

1. Locate and identify the major physical features and climatic regions of Africa and understand their effects on its population.
2. Locate and label the political units of Africa.
3. Investigate Africa's past, including the early kingdoms, European exploration, slave trade, and the social, economic and political effects of colonialism on Africa.
4. Compare the variety of lifestyles of present day African peoples.
5. Recognize the problems facing Third World nations in the modern world.
6. Understand the vital role of African nations in world affairs.

III. East Asian Studies: Emphasis - India, China, Japan

A. Goal

Students will understand that East Asia is a varied region, encompassing many types of geographic features, political divisions and cultures.

B. Objectives:

Students will

1. Locate and identify the major physical features and climatic regions of East Asia and understand their effects on population distribution.
2. Locate and label the political units of East Asia.
3. Compare the population and geographical size of East Asia with the rest of the world.
4. Understand that the geographic features of the Indian subcontinent have helped to shape its culture and history.
5. Understand the impact the Aryans, Moslems and British had on Indian culture.

6. Understand the significance of the religious base in India, Pakistan and Bangladesh.
7. Recognize the contemporary economic, social and political problems facing India.
8. Understand how geography and physical features have influenced Chinese history and culture.
9. Understand the significance and recognize the contributions of a people with a continuous history dating back more than 4,000 years.
10. Describe the social, political and economic structure of traditional China.
11. Examine the basic beliefs of Communism and explain how it became the government of China in 1949.
12. Compare and contrast justice, equality, personal rights, freedoms and responsibilities between traditional China and Communist China.
13. Understand how geographical features have influenced Japan's history and development.
14. Recognize that Japanese culture is a blend of the ancient and the modern.
15. Understand the social, political and economic changes that have taken place in Japanese society and culture since 1945.
16. Understand that Japan's relationships to other nations are based on trade.

IV. Study of the Soviet Union

A. Goal:

Students will understand that the U.S.S.R. has a variety of geographic features and cultures.

B. Objectives:

Students will

1. Locate and label the major physical features of the Soviet Union.
2. Describe the major climatic regions and how they affect the Soviet people.
3. Identify the use of natural resources of the Soviet Union.
4. Compare the U.S.S.R. in size and population with the U.S. and other nations of the world.
5. Understand the problems created by varied and complex cultures in a nation with a number of different nationalities.
6. Recognize the main influences that have shaped the history of the Russian people.
7. Examine the basic beliefs of Communism, how it became the government of Russia in 1917, and how it affects the lives of the people.
8. Compare and contrast justice, equality, personal rights, freedoms and responsibilities between Russia under the Tsars and the Soviet Union under the Communists.
9. Compare and contrast the political, economic and social structures of the Soviet Union and the United States.
10. Understand that the U.S.S.R. is a powerful political and economic force in the modern world.

V. European Studies

A. Goal:

Students will understand that Europe is really two different geographic and cultural areas: Eastern and Western Europe.

B. Objectives:

Students will

1. Locate and label the political units of Western Europe.
2. Locate and identify the major physical features and climatic regions of Western Europe and understand their effects on population distribution.

3. Explain how Western Europeans are connected economically, politically, artistically and religiously.
4. Recognize that the countries are grouped together into general regions for convenience of study: British Isles, Scandinavia, Mediterranean and Continental regions.
5. Identify the similarities of a common culture shared by the people of Western Europe.
6. Understand the important connections between Western Europe and the U.S., both past and present.
7. Locate and label the political units of Eastern Europe.
8. Locate and identify the major physical features and climatic regions of Eastern Europe and understand their effects on population distribution.
9. Recognize that Eastern Europe and the Soviet Union are connected geographically and historically.
10. Identify the similarities of a common culture shared by the people of Eastern Europe and the Soviet Union.

VI. Middle Eastern Studies

A. Goal:

Students will understand that the Middle East is a varied region, encompassing many types of geographic features, political divisions and cultures.

B. Objectives:

Students will

1. Identify the major physical features and climatic regions of the Middle East and understand their effects on the population.
2. Locate and label the political units of the Middle East.
3. Identify the importance of natural resources to this region.
4. Explain the importance of the Nile, Tigris and Euphrates Rivers in shaping the history and culture of the Middle East.

5. Identify the three major religions which originated in the Middle East and their significance in shaping the culture of the region.
6. Examine the social, economic and political structure of contemporary Middle Eastern cultures.
7. Recognize the causes for the Arab-Israeli conflict and its impact on the rest of the world.
8. Discuss the strategic importance of the Middle East in world affairs.

VII. Australia and Oceania

A. Goal:

Students will understand that Oceania and Australia are islands with great differences in peoples, geography, resources and cultures.

B. Objectives:

Students will

1. Locate and label the eleven independent countries among the thousands of islands.
2. Identify the island groups of Melanesia, Micronesia and Polynesia.
3. Describe the physical features and climatic regions of Australia and New Zealand and their effects upon the population.
4. Compare the size of Australia with the size of the United States.
5. Identify the reasons for the Europeans' initial contact with Australia and New Zealand.
6. Describe the affect the Europeans had on the original cultures of Australia and New Zealand.
7. Examine the political, economic and social structure of Australia and New Zealand.
8. Recognize that Australia is a highly developed, industrialized country.

History of Western Civilization

Course Description

This course will consist of an in depth study of the Middle East and Europe; emphasizing the major ideas of western culture that have been absorbed and modified in the United States.

Critical Components:

A History of Western Civilization class must deal specifically with:

- . Physical Location of Europe and the Middle East.
- . Human Existence from Origin Through Development of Civilization.
- . Egyptian and Greek Civilization
- . Roman Empire
- . Middle Ages and Renaissance
- . Religious Reformation
- . Nationalism
- . Revolution: Political, Social and/or Economic Change
- . Imperialism
- . Totalitarian Governments and World War II
- . Post World War II: An Era of International Tensions

I. Physical Location of Europe and the Middle East

A. Goal:

Students will understand that Europe and the Middle East are regions of diverse geographic features, political divisions and cultures.

B. Objectives:

Students will

1. Identify physical and climatic features of the Middle East and Europe.
2. Identify the countries and capitals of Europe and the Middle East.
3. Describe the geographic settlement of Europe.
4. Identify the boundary changes of the Middle East and Europe created by wars.

II. Human Existence from Origin Through Development of Civilization

A. Goal:

Students will be able to describe the origins of human existence and the growth of civilization.

B. Objectives:

Students will

1. Explain several theories of human origin.
2. Identify prehistoric, ancient, classical, medieval and modern time periods.
3. Identify the natural elements necessary for civilizations to succeed.
4. Locate areas where early civilizations developed.

III. Egyptian and Greek Civilization

A. Goal:

Students will understand the important effect Egyptian and Greek civilizations had on world civilizations.

B. Objectives:

Students will

1. Explain how the Egyptians developed a unique civilization without outside influence.
2. Locate the geographic features that isolated Europe.
3. Explain the importance of the Nile River.
4. Explain the Egyptian religion with emphasis on the Pharaoh, the main gods, and belief in afterlife.
5. Identify Egyptian contributions that have become important to the modern age.
6. Describe the growth of Greek civilization.
7. Explain the impact of Greek civilization on the modern world.
8. Recognize the ideals of justice, equality, personal rights, freedoms and responsibilities common to the Athenian and American political systems.
9. Discuss the causes and effects of the Peloponnesian War.
10. Compare the cultural heritage of Greece to the western world.

IV. Roman Empire

A. Goal:

Students will learn how Rome became the greatest empire in the ancient world and the reasons for its decline.

B. Objectives:

Students will

1. Identify the physical features of Rome and the surrounding area.
2. Describe the development and expansion of the Roman Empire.
3. Explain how the values of the family shaped Roman law and early government.
4. Compare and contrast justice, equality, personal rights, freedoms and responsibilities in the Roman and American political systems.
5. Discuss the causes and effects of the Punic Wars.
6. Recognize the social problems brought about by expansion of the empire.
7. Discuss the impact of Christianity on the Roman Empire.
8. Explain the contributing factors to the fall of the Roman Empire.
9. Summarize the west and east division of the Roman Empire.
10. Describe the extent of Roman influence on the modern world.

V. Middle Ages and Renaissance

A. Goal:

Students will learn that the Middle Ages brought about social, political, economic and religious changes and how the Renaissance created a bridge between the Middle Ages and the Modern Age.

B. Objectives:

Students will

1. Explain the effect of barbarian invasions during the Dark Ages.
2. Describe the feudal system.
3. Illustrate the typical social and economic community of the Middle Ages - the Manor.

4. Describe the effect of the crusades on the feudal system.
5. Describe the development of strong monarchies.
6. Recognize the importance of the rebirth of learning from the Renaissance.
7. Discuss the impact of inventions in changing society.
8. Understand the importance of the Age of Exploration in relation to the Renaissance.
9. Describe the art and artists of the Renaissance Period.
10. Discuss the philosophical and political theories of the Renaissance.

VI. Religious Reformation

A. Goal:

Students will understand the impact the religious upheaval of the Reformation had upon traditional society and its values.

B. Objectives:

Students will

1. Recognize that the need for changes created a split in the Latin Church.
2. Trace the events that brought about this split (i.e., Pope Leo, indulgences, Martin Luther).
3. Describe the conflict between religious and political loyalties (i.e., Peasant Revolt, Counter Reformation, Inquisition, Henry VIII).

VII. Nationalism

A. Goal:

Students will understand that a spirit of nationalism created a struggle for power in Europe.

B. Objectives:

Students will

1. Explain the growth of nationalism in England and Spain.
2. Describe the political, religious and economic conflict of England and Spain.
3. Explain the causes and effects of the war between England and Spain.

VIII. Revolution: Political, Social, and/or Economic Change

A. Goal:

Students will understand the ways in which revolution affected the political, economic, and/or social structures of England, France and the U.S.

B. Objectives:

Students will

1. Differentiate between various kinds of revolution and political systems.
2. Describe the social, economic and political structure of 17th century England.
3. Explain the causes of the American Revolution and the effects on England and the U.S.
4. Describe the social, economic and political structures of France during the 18th and 19th centuries.
5. Explain the causes and effects of the French Revolution.
6. Name the major inventions that brought about the Industrial Revolution.
7. Identify the economic, political and social changes which resulted from the Industrial Revolution.

IX. Imperialism and World War I

A. Goal:

Students will understand that imperialism was a motivating force behind European colonialism.

B. Objectives:

Students will

1. Identify reasons for colonialism.
2. Locate areas of the world where this practice created conflicts in Europe.
3. Recognize the causes and effects of World War I.

X. Totalitarian Governments and World War II

A. Goal:

Students will understand that aggressive totalitarian governments and the depression led to World War II.

B. Objectives:

Students will

1. Identify economic problems in Europe.
2. Recognize reasons for Hitler's support and appeal.
3. Examine the causes and development of war in Europe.
4. Examine the causes and development of war in the Pacific.
5. Explain the results of World War II.

XI. Post World War II: An Era of International Tension

A. Goal:

Students will understand the concept of the "Cold War" and its implications on East-West relations.

B. Objectives:

Students will

1. Explain the purpose and intent of the United Nations.
2. Identify the sources of Post World War II tensions.
3. Trace the growth of independence movements in Africa and Asia.
4. Explore the sources of tensions in the Middle East and Far East.

United States History

Course Description

This course explores the major themes of United States and Idaho History. It incorporates an extensive geography component with historical emphasis on the Revolutionary, Constitutional and Civil War periods.

Critical Components

A United States History class must deal specifically with:

- . A Review of the Geography of the United States
- . Native Americans
- . European Exploration and Colonization
- . Colonial Conflicts and the American Revolution
- . The Foundations of Government
- . Westward Expansion with Emphasis on Idaho History
- . Civil War and Reconstruction
- . Idaho in the Twentieth Century

I. A Review of the Geography of the United States

A. Goal:

Students will understand that the United States possesses unique geographical features which have had historical, political and economic impact on its culture.

B. Objectives:

Students will

1. Identify physical features in the United States including major rivers, lakes, mountain ranges, plains areas and surrounding bodies of water.
2. Identify major geographical regions within the United States. (Emphasize the Pacific Northwest).
3. Identify major climatic regions in the United States. (Emphasize Idaho climatic regions).
4. Identify states, state abbreviations, capitals and major cities in the United States.
5. Identify the geographic features which have influenced Idaho's economic and cultural development.

II. Native Americans

A. Goal:

Students will understand that a variety of Native American cultures existed in pre-Columbian America.

B. Objectives:

Students will

1. Recognize the fallacy of stereotyping when exploring the wide variety of Native American cultures.
2. Analyze the impact of environment on Native American cultures.
3. Analyze, through research, the similarities and differences between two Native American cultures. (i.e., an Idaho Indian culture and a Plains Indian culture).
4. Appreciate the cultural contributions of Native Americans.

III. European Exploration and Colonization

A. Goal:

Students will understand the reasons for exploration and colonization by the major countries of Europe.

B. Objectives:

Students will

1. Discover that Europeans colonized America for social, political, economic and religious reasons.
2. Understand how English values and customs influenced the development of the American Colonies.
3. Compare and contrast the regional cultures of the American Colonies: New England, Middle and Southern Colonies.

IV. Colonial Conflicts and the American Revolution

A. Goal:

Students will understand the causes and the results of the American Revolution.

B. Objectives:

Students will

1. Contrast the major political opinions of the colonies with those of England prior to the American Revolution.
2. Recognize specific historical and political events that occurred during the American Revolution.
3. Recognize individuals who made outstanding contributions during the American Revolution.
4. Explore the political, social and economic changes which resulted from the American Revolution.

V. The Foundations of Government

A. Goal:

Students will understand the stages of development of the American political system and the basic structure of government that resulted from the American Constitution.

B. Objectives:

Students will

1. Analyze the strengths and weaknesses of the Articles of Confederation.
2. Know how compromise served as a formative process for the American political system.
3. Understand the fundamental structures upon which the American Constitution is based: Popular Sovereignty, Limited Government, Separation of Powers, Checks and Balances and Federalism. (Relate basic structures to Idaho state and local government).
4. Identify the basic issues involved in the ratification of the Constitution.
5. Illustrate how differences between leaders resulted in the development of political parties.
6. Understand how foreign policy problems created a national awareness.
7. Analyze the political, economic and social changes during the Jacksonian Era.

VI. Westward Expansion with Emphasis on Idaho History

A. Goal:

Students will understand that territorial expansion was a dominant factor in American History during most of the 19th Century.

B. Objectives:

Students will

1. Analyze the impact of social, political, economic and religious factors on Westward Expansion. (Emphasize the settlement of Idaho).
2. Identify the technological advancements which encouraged westward migrations.
3. Understand why territorial expansion caused domestic and international repercussions.
4. Explore the role of mountain men, miners, missionaries and pioneers in the settlement of the West. (Emphasize the settlement of Idaho).
5. Understand why Manifest Destiny led to cultural and national conflicts.
6. Analyze the important roles played by various ethnic groups in settling the American West.
7. Explore the early development of Idaho in the context of Westward Expansion.

VII. Civil War and Reconstruction

A. Goal:

The students will understand how sectional differences led to internal conflict.

B. Objectives:

Students will

1. Compare the Northern and Southern perspectives prior to the Civil War.
2. Contrast the political and economic advantages of the Northern and the Southern states prior to the Civil War.
3. Identify specific historical and political events that occurred during the Civil War.

4. Recognize individuals who made outstanding contributions during the Civil War.
5. Know the political, economic and social outcomes of the Civil War.
6. Understand the political, economic and social outcomes of Reconstruction.
7. Analyze the impact of Jim Crow following Reconstruction.

VIII. Idaho in the Twentieth Century

A. Goal:

Students will understand the economic, political and cultural development of Idaho during its first century of statehood.

B. Objectives:

Students will

1. Recognize Idaho's basic industries and resources.
2. Recognize individuals and groups who have made unique contributions to Idaho's growth as a state.
3. Examine technologies which have contributed to Idaho's economic growth.
4. Make reasoned projections about the course of Idaho's future.

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